**UNIT OVERVIEW**

Name

Date

Unit Title \_\_\_\_\_\_

Discipline:

Content Standards Grade Level Length of Unit (Hours)

**Context of UNIT (Unit Summary)**

From what unit of study does this unit emerge? Why is this unit taught?

What do students learn and what are they able to do because of this unit? When in the year is this unit taught? What comes before and after? The context or summary is similar to a short abstract for an article.

Overview:

Why:

Learnings:

Sequencing of Unit:

## CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

***What California Standards for the Teaching Profession are addressed in this unit?***

1 – Engaging and supporting all students in learning

2 – Creating and maintaining effective environments for Student Learning

3 – Understanding and organizing subject matter for student learning.

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4 – Planning instruction and designing learning experiences for all students.

5 – Assessing student learning.

6 – Developing as a professional educator

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**Content Standard(s)**

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| Grade Level:  Discipline:  Component Strand:  Number of Standard:  Wording of Standard: |

|  |  |
| --- | --- |
| **Enduring Understanding for unit**  *What is the big idea and umbrella concept that you would like participants to understand at the end of your unit?* | **Essential Questions for unit**  *To form your essential questions, modify each enduring understanding into one or more questions for investigation.* |
|  | **1.**  **2.**  **3.** |

|  |  |
| --- | --- |
| **Knowledge and skills participants will need to master the standards:** | **What participants will be able to do as a result of that knowledge or skill:** |
| **1.**  **2.**  **3.** |  |

**Determining Acceptable Student Evidence**

**ASSESSMENT Guiding Questions:**

*What evidence will show that participants understand?*

*What will be sufficient and revealing evidence of understanding?*

*What performance tasks must anchor the unit and focus the instructional work?*

*How will you be able distinguish between those who really understand and those who don’t?*

*What misunderstandings are likely? How will you check for those?*

Choose what measures would be appropriate to produce sufficient evidence of understanding. For those you check, explain how the assessment measure will be used.

\_\_\_\_\_FORMAL OBSERVATIONS

Explanation:

\_\_ \_\_\_ PERFORMANCES

Explanation:

\_ \_\_\_WRITTEN, ORAL, OR VISUAL PRODUCTS IN RESPONSE TO PROMPTS

Explanation:

PARTICIPANT EXHIBITS OR MODELS

Explanation:

\_\_\_\_\_PARTICIPANT SELF-ASSESSMENTS, LOGS, AND PEER REVIEWS

Explanation:

\_\_\_\_\_SHORT ANSWER QUIZZES AND/SHORT TESTS

Explanation:

\_\_\_\_OTHER

Explanation: Response to listening examples.

Scoring tool (attach):

⬜ Holistic Rubric ⬜ Analytic Rubric ⬜ Checklist ⬜ Answer Key

**Learning Plan: W.H.E.R.E.T.O. Stage 3**

(Think of this section as a double-check to make sure you have thoroughly thought through each section of the unit.)

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| **Planning with a Purpose** | **Content Standard**  **Addressed** | **Learning**  **Sequence** | **Assessment Tools Used** | **Expected Student Actions** |
| **Where** are we going? **Why?** **What** is expected? |  |  |  |  |
| How will we **hook** and **hold** participant’s interest? |  |  |  |  |
| How will we **equip** participants for expected performances? |  |  |  |  |
| How will we help participants **rethink** and **revise?** |  |  |  |  |
| How will participants self-**evaluate** and reflect on their learning? |  |  |  |  |
| How will the instruction be **tailored** to meet the needs of all participants? |  |  |  |  |

How will you **organize** and sequence the learning?

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| **Lesson # 1 -** | **Lesson topic:** |
| #1 – | |
| #2 – | |
| #3 – | |
| #4 | |
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| **Vocabulary** | **Materials** |
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| **Equipment** | **Resources** |
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**Other Information Pertinent to the Unit:**